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| **SECOND GRADE**  \*Standards printed in green need to be achieved before moving on to more complex standards. | | | |
| **CCSS:**  **Standard: OPERATIONS AND ALGEBRAIC THINKING (OA)** | Kathy Richardson  Assessing Math Concepts | AimsWeb  MCAP | Thompson Math  Diagnostics |
|  |  | Items #4, 23, 25, 27 |  |
| **Add and subtract within 20**  **Solve addition and subtraction word problems, and add and subtract *within 10*, e.g. by using objects or drawings to represent the problem.\***  **Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on, making ten (e.g., 8+6=8+2+4); decomposing a number leading to a ten (e.g., 13-4=13-3-1); using the relationship between addition and subtraction and creating equivalent but easier or known sums (e.g., 6+6=12 so 6+7 is one more, 13).**  Fluently add and subtract 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. | **Assessment 5: Combination Trains Assessment 6: Hiding Assessment Assessment 7: Ten Frames** |  | Beginning of Year Assessment  Mid Year Assessment  End of Year Assessment |
| **Represent and solve problems involving addition and subtraction** Use addition and subtraction within 100 to solve one and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings, and equations with a symbol for the unknown number to represent the problem. |  |  | Beginning of Year Assessment  End of Year Assessment |
| **Work with equal groups of objects to gain foundations for multiplication** Determine whether a group of objects (up to 20) has an odd or even number of members, *e.g., by pairing objects or counting them by 2's, write an equation to express an even number as a sum of two equal addends.*  Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. |  |  | Beginning of Year Assessment  Mid Year Assessment  End of Year Assessment |
| **Standard: NUMBER AND OPERATIONS IN BASE TEN: Understand Place Value (NBT)** |  | Items #2, 5, 7, 8, 9, 10, 12, 15, 18, 20, 22, 24, 29 |  |
| **Understand that the two digits of a two-digit number represent amounts of tens and ones. •The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three four, five, six, seven, eight, or nine tens (and 0 ones.) •Compare two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols ›, =, and ‹.** | **Assessment 8: Grouping Tens** |  | Beginning of Year Assessment  Mid Year Assessment  End of Year Assessment |
| Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones, *e.g., 706 equals 7 hundreds, 9 tens and 6 ones.* Understand the following as special cases:  •100 can be thought of as a bundle of ten tens - called a "hundred". •The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900, refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). | **Assessment 12: Grouping 100s** |  | End of Year Assessment |
| Count within 1000, skip-count by 5's, 10's, and 100's. |  |  | Mid Year Assessment  End of Year Assessment |
| Read and write numerals to 1000 using base-ten numerals, number names, and expanded form. |  |  | Mid Year Assessment  End of Year Assessment |
| Compare two three-digit numbers based on meanings of the hundreds, tens and digits using <, =, > symbols to record the results of the comparisons. |  |  |  |
| **Standard: Measurement and Data (MD)** |  | Items #1, 3, 6, 11, 13, 19, 26 | Beginning of Year Assessment  Mid Year Assessment  End of Year Assessment |
| **Standard: Geometry (G)** |  | Item #16 | Beginning of Year Assessment  End of Year Assessment |
| **Other Data Collected:**  Counting/Cardinality(Kindergarten)  Number and Operations - Fractions (3rd Grade)  -Properties of Operations (1st Grade)  Patterning |  | Item #14, 21  Item #17, 28 | Beginning of Year Assessment  Mid Year Assessment  Beginning of Year Assessment  Mid Year Assessment  End of Year Assessment  End of Year Assessment |